

# Lesson Plan Cover Sheet

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Course Title

Instructor Training Course

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Lesson Title

Classroom Management

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POST Code

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Hours

2 hours

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Author

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07/89

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Date(s)

6/92, 1/98, 1/99, 12/07

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Classroom Setting

Academic Classroom

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Instructional Method☒

Discussion

☒

Lecture

☐

Practical Exercise

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Terminal Performance Objectives

Given the need to present training, the public safety training instructor will apply techniques to effectively manage the classroom to enhance the learning environment, in accordance with the American Society for Training and Development (ASTD) Learning System.

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Enabling Objectives

1. Describe at least two means of dealing with a variety of student behaviors.
2. Explain how to create an effective learning environment at an indoor and/or outdoor training facility.
3. Determine how to maintain continuity of instruction when interrupted by unscheduled events.

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Audio Visual aids (See Appendix A)☒

Electronic Slide Show Presentation

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Audio

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Chalkboard

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Flip Chart

☐

Poster

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Video

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Other

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Handouts and other Reference Material (See Appendix B)

1. Student Handout # 1 – Classroom Management Participant Guide

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Course Evaluation Method (See Appendix C)

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Performance Test

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Written Test

☐

Practical Exercise

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Pre-course or additional reading assignments (if applicable, See Appendix D)

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None

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References (using APA Citation Style)

American Society for Training and Development. (2007). *Delivering Training*. .  
Alexandria, VA: Author.

International Fire Service Training Association. (1990). Fire Service Instructor, Fifth  
edition.

Sanderson, Robert S. (1999). Classroom Management. Forsyth, GA: Georgia Public  
Safety Training Center, September.

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Equipment/materials (describe type and amount)

1 - overhead projector or computer data projector

1 - screen

1 - flip chart and pad

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## Instructional Guide / Abstract

LESSON TITLE: Classroom Management

This lesson is taught via a combination of lecture, discussion and small group activity. The lesson purpose is to introduce students to the proper methods of managing different types of students as well as the overall classroom environment.

The instructor should be prepared to give examples of different types of students and methods which have worked to deal with them. Also, ask the participants for their ideas on how to deal with different problems/issues in the classroom. Furthermore, the instructor should be accustomed to teaching in both indoor and outdoor learning environments in order to effectively present information concerning the logistics of teaching in both environments.

Appendix A includes master copies of PowerPoint slides to be converted to transparencies if needed.

The Participant Guide handout is contained in Appendix B and is to be distributed at the beginning of the class.

Appendix C has an explanation of the practical exercise. Test questions are not included for security purposes. An authorized person can obtain a copy of the test by requesting it in writing. The request must be approved by an academy/division director and follow protocols established by P.O.S.T and the Instructional Services Division of the Georgia Public Safety Training Center.

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## Course Schedule

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Time	Session
5 minutes	Introduction
30 minutes	Student Behaviors
60 minutes	The Learning Environment
20 minutes	Maintaining Continuity of Instruction
5 minutes	Conclusion

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# Introduction

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## I. Introduction (5 minutes)

*Instructional note: Display PowerPoint Slide 1 (Title)*

*Instructional note: Introduce yourself*

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### A. Opening Statement

Classroom management is an important responsibility of the instructor. Even the most thorough preparation of the lesson cannot guarantee an instructor's success in the classroom if he/she cannot properly manage the classroom learning environment. Management of the learning environment entails not only the management of the physical setting, but managing the students as well as yourself.

Think of a class you've been to in the past when the room was not set up to accommodate the learning the instructor was trying to accomplish. Or, perhaps there were numerous distractions or disruptions which kept taking away from what might have otherwise been a good lesson. One of the many hats an instructor must wear is that of "manager" as well as communicator, writer, etc.

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### B. Performance Objectives

*Instructional note: Display PowerPoint Slide 2 (Terminal Performance Objectives)*

#### 1. Terminal Performance Objective

Given the need to present training, the public safety training instructor will apply techniques to effectively manage the classroom to enhance the learning environment, in accordance with the American Society for Training and Development (ASTD) Learning System.

*Instructional note: Display PowerPoint Slide 3 (Enabling Objectives)*

#### 2. Enabling Objectives

- a. Describe at least two means of dealing with a variety of student behaviors.
  - b. Explain how to create an effective learning environment at an indoor and/or outdoor training facility.
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- c. Determine how to maintain continuity of instruction when interrupted by unscheduled events.

*Instructional note: Ask if there are any questions.*

**C. Reasons for learning**

Preparing for the delivery of information is not enough to insure a successful training session. It is equally important for the instructor to provide for an appropriate learning environment. Not only is the physical setting important, but the instructor's ability to manage the learning environment is important too. Without these concerns addressed, any presentation is sure to be ineffective.

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# Body

## II. Body (1 hours 20 minutes)

### A. Student Behaviors

Each class is made up of unique individuals. Some require more attention from the instructor than others. Those demanding extra attention take time and effort away from the total class. Therefore, the instructor needs to recognize these individuals and know how to deal with them.

The ability of the student affects the amount of instructor attention required. Both gifted and slow learners require extra instructor attention. Each participants level of classroom activity can help define their situation as a learner. There will be those students who do not participate in class but are not disruptive in their lack of participation. On the other hand, there will be others who are disruptive and actively jeopardize classroom management. Each demands extra effort from the instructor.

*Instructional note: Conduct Group Activity - OPTIONAL. Use flip chart to categorize the following types of students. Activity: break the class into small groups to discuss how to handle the types of students listed below. Have them brainstorm at least two ideas of how to handle their assigned type. The instructor may want to complete "daydreamer" with the entire group and then assign the other types. Once each group has their ideas, have a spokesperson report out to the large group as you write their ideas on the flip chart.*

*Instructional note: Display PowerPoint Slide 4 (Student Behaviors)*

#### 1. Daydreamers

Students may be above average in ability, but because of an uninteresting subject matter, use of unfamiliar terms, boredom with the instructor or lingering too long on one point, the student begins to drift mentally. Daydreaming may be displayed by gazing around the room or out the window, doodling, etc. This individual's attention can sometimes be brought back to the class by direct questions to get them mentally involved or by getting the entire class more actively involved in the learning.



## 2. **Slow Learner**

An instructor will identify the slow learners shortly after starting to work with the group, but should not jump to conclusions. After all, students may be slow to comprehend because the instructor is inefficient. For students who truly are slow, it may be necessary to arrange private conferences, special assignments, extra study (without making it seem like punishment), or individual instruction.

The subject matter, training, or training methods used by the instructor may need to be reworked or revised, after which the individual may be able to keep up with the class. Some students may have difficulty grasping information and skills in one category, yet excel in other areas. Remember, *not all people learn in exactly the same way* - some are visual learners while other can learn from audio stimulus. Therefore, assignments and lesson plans should be developed with the variety of students needs in mind. Also, always praise the accomplishments of students when they do well.

## 3. **Fast Learner**

The fast learner is usually able to accomplish more than is expected of the average student. This type of individual may learn satisfactorily without much supervision. They are often ahead of other class members and are an asset to the class if the instructor makes proper use of their abilities. One way to handle this person is to give them challenging assignments. It is not advisable to permit fast learners to be idle or to spend time on assignments that are below their level of capability. Another option, to use at your discretion, is to assign them to assist a slow learner.

## 4. **Shy or timid student**

The hesitant, tongue-tied individual is a shy, timid soul who is afraid to utter a word during class discussion. Fear keeps this person silent, although the student often has much to offer. Learning is most likely occurring, but in a passive rather than active way.

The considerate instructor should at first avoid calling on the timid person to speak before the group. This person can be encouraged to participate more freely in class if the environment is informal. Visiting during breaks may help this student feel more at ease by breaking the ice with them. Also, you may be able to help them overcome their shyness by asking simple questions for

discussion.

#### **5. Side-tracker or Staller**

This person tries to divert the attention and interests of classmates from the lesson. One reason could be lack of class preparation by the student. A good instructor may keep this person in line by insisting that class time be consumed only on the lesson. The problem may be solved by calling regularly on the class side-tracker so daily participation will be expected. If necessary, a personal word with the offender after class should eliminate this difficulty.

Another type of side-tracker is a talkative, aggressive, extroverted person who tries to monopolize the conversation. This type usually talks so much that no one else has an opportunity to speak. If a private personal appeal does not cure this person, suggest an extra assignment. While the offender is occupied, the other members of the group will have an opportunity to participate. There may also be members of the group who prefer to talk among themselves, rather than be attentive. Such a situation requires that the instructor recapture the attention of the group. Tell the offenders that special problems can be discussed after class when the whole group will not have to listen. Keep the purpose of the lesson in mind to direct class attention.

#### **6. Trouble-maker or “wise guy”**

A successful instructor cannot afford to tolerate inattention or trouble-making of any kind. When an inattentive, troublesome person is in a group, that person will distract the other students and prevent learning. The instructor should talk with the trouble-maker in private, explaining the seriousness of that person's actions. The instructor may have the person evaluate why he or she is in the class, and explain that staying in the class will require a change in behavior. If the person continues to be a problem, the instructor may eventually have to consider expelling that person. Keeping the trouble-maker in class is unfair to the other students and could prevent them from learning important material.

#### **7. Late-comers**

Instructors should make it clear to all students what time class will begin, when short breaks are over, and when meal breaks are over and establish early in the training that late arrivals will not be tolerated. POST has established strict rules in regards to

attendance with can be found in the Uniform Academy Regulations which must be adhered to. If an instructor tolerates late arrivals, other students will feel that the instructor is showing favoritism and/or a weakness towards managing their course. Instructors should speak privately with students who arrive late to class, document the amount of time missed in accordance with POST rules and warn of the consequences of any further infractions. If further infractions occur, the instructor has the authority to dismiss the student from training, especially when the lateness results in the student missing more than the amount of time allowed by POST rules.

## **8. Cheaters**

Instructors cannot overlook or fail to deal directly with students who are caught cheating. Classroom rules should be clearly explained as to what is allowed and not allowed in the classroom during testing periods. Anyone caught cheating must be removed from the training/testing and the instructor or course coordinator must conduct a thorough investigation of the suspected or actual cheating. POST has issued very strict rules on handling violations of code of conduct, especially cheating. As a POST Instructor, you are responsible to abide by these rules and insist on ethical conduct from your students.

Although most students willingly and eagerly attend training sessions to learn, some will fall into one of these categories. The biggest trap that an instructor needs to avoid is that of using the method employed by grade school teachers we may remember from our past, "If you don't get quiet, I'm going to . . ." This will only serve to foster resentment by the students toward the instructor.

## **B. The Learning Environment**

It is the responsibility of the instructor to provide an environment which is most conducive to student learning. That learning environment may vary based on the topic to be covered. Public safety training requires not only the traditional classroom setting, but also requires much outdoor training. Outdoors you may spend your time on drill towers, firing ranges, parking lots, etc. Developing and maintaining a suitable learning environment under these conditions is not easy. Because outside instruction involves unique environmental considerations, the instructor should plan, organize, and manage field training activities even more carefully than classroom sessions.

Regardless of which environment, the instructor must prepare and

manage that environment in order to deliver effective training. No matter how good the instruction, the student will have difficulty paying attention if he is not comfortable. If the student is unable to pay attention, it is very unlikely that he will learn very much.

## 1. Outdoor Learning Environment

*Instructional note: Display PowerPoint Slide 5 (Outdoor Learning Environment)*

### a. Ability of Learners to See and Hear

As the size of a training class increases, so does the number of students who will have difficulty seeing and hearing the lesson. The best way for the instructor to deal with this problem is through proper placement of instructional aids and proper grouping of the participants. If you have a situation where the equipment cannot be moved, then move the students. During outdoor training, you may have to use such items as platforms, a portable public address system, and large visual aids. For indoor training, you must consider a number of areas such as distractions, A/V equipment placement, lighting and seating arrangements. (we will talk about these issues in more detail later).

### b. Audible/Visible Distractions

In the classroom, control is usually maintained as a result of confinement, seating arrangement, and a certain degree of formality that exists. With outdoor training activities, you may have to deal with heavy traffic, interested bystanders, noise, and curious kids. The instructor may have little control over these distractions and can achieve control only through preparation and proper motivation of the students.

### c. Inclement Weather

Weather conditions can have a tremendous influence on the learning environment during outdoor training activities. Rain, extreme temperatures, or high winds tend to make the instructor's job more difficult. Consider the following:

#### i. Extremely Hot Weather

If it is *extremely hot*, have some type of rehab set up with **plenty of water** or other fluids. Consider

conducting the training ***earlier in the morning*** or ***later in the afternoon*** when it is not quite so hot. Instruct the students to wear light colored, ***loose fitting clothes***, etc. if at all possible.

ii. **Extremely Cold Weather**

If it is *extremely cold*, students will not learn because they are too busy being cold. They may tend to shuffle and move around to get warm rather than pay attention. In these cases try to give them ***more frequent breaks*** so they can warm up or some sort of shelter to get under. Also, you may be able to provide ***hot drinks*** to help them get warm.

iii. **Rain and Thunderstorms**

If there are *thunderstorms*, *rain*, etc. have a ***backup location*** or course of action if the weather precludes you from going outside. You may be able to ***modify the schedule*** to work around inclement weather.

iv. **Bright Sunlight**

When considering the positioning of the *sun outdoors*, try to conduct the training with the sun to the ***side or the back*** of the students. Avoid having the sun behind your back because then they won't be able to see what you are doing.

v. **Windy conditions**

If it is *windy outside*, but the students must still take notes, use ***index cards*** instead of notebook paper or get ***clipboards*** because the paper will want to blow all around. Keep in mind, they shouldn't be expected to take lots of notes outside.

There are also times when weather may become a factor when you are doing training inside in the classroom. Be familiar with the layout of the facility and any emergency plans for events such as blackouts, tornados, or other emergency conditions.

*Instructional note:* Display PowerPoint Slide 6 (Outdoor Learning Environment)

d. **A/V Equipment and other Teaching Aids**

Whether training indoors or out, the instructor must consider what the most appropriate a/v equipment and teaching aids are and check on their availability. You always have consider proper placement of the equipment for best visibility no matter where the training occurs, but if you will be teaching outside, here are some other considerations:

i. **Demonstrating equipment**

When *demonstrating equipment* to the students, consider class size. You may get the students to ***gather around***, pass the item around, or demonstrate it ***multiple times to smaller*** groups.

ii. **Flip charts**

*Flip charts* are good for outdoor teaching because they are portable; however, you'll have to ***use clips*** or some other item to hold the paper down in the wind.

iii. **Portable dry erase boards**

Portable *dry erase boards* can be used outside, but may limit the amount of writing surface available.

iv. **Student materials**

*Items* you may want to encourage people to bring when teaching outdoors are things like ***insect repellent, sun block, chap stick***, etc.

To avoid problems associated with teaching outside, try to cover as much of a lesson as you can inside. Reserve outdoors for the demonstrations or practical activities which can't be accomplished in the traditional classroom setup.

## 2. Indoor Learning Environment

*Instructional note: Display PowerPoint Slide 7 (Indoor Learning Environment)*

### a. Distractions

Below are four basic categories of distractions:

#### i. Institutional

Institutional distractions are things that are sometimes built into an operation. They include: the **hum of lights**, noise from **heat or air conditioning**, sounds of **service deliveries**, etc.

#### ii. Personal

Personal distractions are instructor or student quirks and behaviors. Some examples include: **fidgeting** with a collar, **tapping** a pencil, **popping caps** on-off markers, and the introduction of **personal laptops, cell phones, pagers, and direct connect communications devices** into the classroom.

#### iii. Natural

Natural distractions may include such things as **storms, airplanes, trucks**, or other “natural” phenomenon over which the instructor has no control. Fortunately, they may come and go very quickly, while institutional and personal distractions can last much longer.

#### iv. Facility Problems

Facility problems can be a real problem when you are not teaching within the confines of a classroom building or academy. If you teach in-service classes, you may find yourself having to use **makeshift classrooms**, or even outdoor facilities not designed for training. You have to do the best you can try not let these situations hinder the learning.

**b. Adequate Lighting**

The main reason for lighting control is to *avoid glare* or other problems caused by poor lighting. In rooms which have windows, place screens so that the sun doesn't glare and/or be sure to have blinds which can be adjusted as needed. If there are no windows, check for glare from lights directly above the screen. Also, you may need to consider ambient lighting for those occasions when you show slides and the room becomes pitch black.

The ideal classroom has two *lighting systems*: incandescent and fluorescent. One can be controlled with a dimmer switch while the other has on-off capability.

With the advent of *whiteboards* and the use of *colored markers*, additional problems arose. Many of the boards have a glossy surface, and in the absence of a screen, people try to use them to project onto. This creates a blinding glare for some students, so avoid this practice. The other problem is when people use markers such as yellow or orange that can't be seen ten feet away from the board. Always use colors that provide good contrast.

**c. Heating, Cooling and Ventilation**

The climate in the classroom is directly related to fatigue and distraction. A classroom should always be well ventilated. Most experienced instructors will say that a room should be slightly on the cold side because that will keep trainees alert. Keep in mind though, the temperature in the classroom is a "no win" situation because you can never please everyone.

Sometimes instructors have no physical control over the temperature or ventilation in a room, but if possible, make every effort to accommodate the comfort needs of the students.

Another "no win" situation is the issue of smoking. Many places have adopted a no smoking policy which eliminates the problem of smoke filled rooms, but then can create a morale problem for the smokers. Be sure to take regular breaks so the smokers can indulge and everyone can take care of whatever personal needs they have.



**d. Seating Arrangements**

Seating is another important consideration in managing the learning environment. First determine the learning goal and then select the room arrangement which best contributes to the goal. Seating is not only utilitarian, but can enhance the social climate in which learners gather.

There are several different seating arrangements which effective under different circumstances.

**i. Fan-type seating**

*Instructional note: Display PowerPoint Slide #8 (Fan seating)*

This arrangement offers three main advantages:

- All learners are afforded a good view of the instructor and the audio-visual aids.
- Learners easily can switch from listening to a lecture to working with their classmates on a group discussion.
- It is easy for learners to communicate with one another, even across the room, because everyone's view is relatively unobstructed.

**ii. Classroom-type seating**

*Instructional note: Display PowerPoint Slide #9 (Classroom seating)*

If the learning goal is largely knowledge acquisition or awareness in which lecture, independent completion of work sheets, and audiovisual methods predominate, you may want each table to accommodate two or three learners with each learner facing forward. This would be the more traditional instructor dominate seating arrangement.

**iii. Conference-table seating**

*Instructional note: Display PowerPoint Slide #10 (Conference table seating)*

If total-group discussion is the predominant method

to be used, with limited presentation and/or no subgroup interaction, a conference-table arrangement can be very effective. This places the instructor in more of a discussion leader role with major emphasis on sharing ideas.

#### **iv. Horseshoe seating**

*Instructional note: Display PowerPoint Slide #11 (Horseshoe seating)*

If the program requires both presentation and large group discussion, the horseshoe may work well to accommodate both. It is especially good for those times when you are conducting a demonstration because it gives everyone good vantage points to see the instructor as long as you do not “wander” too far into the open end of the U.

Whatever arrangement is used, it is best to have the main entrance to the classroom behind the students. This will avoid disruptions of people having to come and go. If the door has a window in it, consider covering the glass to avoid the distraction of traffic in the hallway.

When assigned to present a particular lesson, the instructor must inspect, or at least be aware of, the physical classroom layout and decide how to use it to optimize the instruction. Factors to consider, of course, will be issues such as; course content, instructional techniques, use of training aids, and the opportunity for application of any skills.

#### **e. Use of existing facilities**

In many cases the classroom setup used by the previous instructor may not be the most desirable. Prior planning is then in order. You may have to allow a few minutes of class time to get the trainees to help re-arrange the room. There is nothing wrong with asking the students to help shuffle the tables and chairs. They generally will not complain if you can explain the advantage to re-arranging the room.

Sometimes classroom equipment is stationary and cannot be changed. If so, be aware of such restrictions and plan how to use the existing arrangement to meet the course

objectives.

*Instructional note: Use as an example the tiered classrooms. If you want to do small group work you'd need to allow them to breakout around tables in the cafeteria or other area.*

*Instructional note: Display PowerPoint Slide #12 showing recommended position of OHP.*

When setting up the projection screen in a room, try to place it where no one will have an obstructed view. At the side of the front of the room usually works well because that way your body does not block anyone's vantage point.

### **C. Maintaining Continuity of Instruction**

Despite lesson preparation and class planning, sometimes situations will occur that can disrupt. You must be prepared for unusual occurrences such as alarms, special details, unexpected maintenance needs or sudden changes of priorities. Alternatives have to be available for unanticipated situations such as the following:

*Instructional note: Display PowerPoint Slide #13 (Maintaining Continuity)  
Ask the class members to consider how they might handle each of these occurrences? Solicit their responses and conduct a brief discussion.*

#### **1. Emergency Calls**

Instructors should have a system and policy in place to forward such calls to the recipient as quickly upon receipt as possible. If someone has to leave, the Instructor should arrange for them to get the notes later provided that they do not miss more than the time allowable by POST Rules which is 10% of class time for general classes and five percent for certain high-liability topics.

As mentioned earlier, students now carry personal laptops, cell phones, pagers and direct connect communications devices into a training environment. The instructor should give clear direction and reminders to students to turn off such equipment or set them to silence or vibrate modes. Students should not be allowed to answer such devices during normal class time.

#### **2. Temporary Drops in Attendance**

Depending on the location of your training, you may need to

prepare for temporary drops in attendance. For example, if you are teaching at a local agency and the SWAT unit suddenly gets called out, you may have to postpone your class if they are your students. If not, and there is only one or two students who have to leave, then the instructor should continue with the class with as little disruption as possible. The students who must miss class time will have to either make up the work and/or repeat the class depending on how much time is missed and the related POST rules regarding attendance.

### **3. Malfunction of Equipment**

Now, more than ever, instructors are integrating the use of different types of equipment into their training. From the traditional use of a laptop connected to a data projector to the use of very sophisticated public safety response equipment. Instructors must know how to work the equipment they plan to use and ensure that back up equipment is available if necessary because equipment malfunctions can completely destroy a training program's success if the instructor is not able to recover from the malfunction or successfully deliver the training without the equipment.

### **4. Failure of Guest Speakers/Adjunct Instructor to Appear**

Instructors sometimes rely on guest speakers or assistant instructors to participate in a training event. However, occasionally, things will not go as planned. As the primary instructor, you should be prepared to shuffle the schedule if feasible or have a backup person available. This is especially critical when you are expecting additional instructors to evaluate student performance and/or assist with potential dangerous training activities. If the lack of enough instructors presents a safety hazard, the training event should be postponed.

### **5. Lack of Student Interest**

Sometimes presentations don't go as planned so you have to adjust the sequence to suddenly build in an activity or take an unscheduled break in order to generate or regain student interest. It is important for the instructor to have a thorough knowledge of their instructional material and consider ahead of time what type of optional activities you can be prepared to use to capture student interest.

## **6. Failure of Students to Perform**

Instructors need to prepare for the fact that some activities may not be accomplished in the amount of time allotted. Sometimes this is caused by students who are not performing as well as expected and sometimes it is because of a lack of sufficient instructors to assist with an activity. As the primary instructor, you are responsible to conduct remedial training, if necessary, but in accordance with POST Rules or identify other instructors to assist even though the planned schedule suffers. You should not lessen the standards, number of rotations, or practices just for the sake of finishing a class on time. If the activity is important enough to include in the first place, then it is certainly important enough to complete the activity as planned.

## **7. Inclement Weather**

As mentioned earlier, If weather conditions make it dangerous to conduct training, you may have to have an indoor backup location planned for or shuffle the schedule until the weather improves. Remember, student safety is your responsibility!

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# Conclusion

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## III. Conclusion (5 minutes)

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### A. Summary

During this block of instruction we have covered:

*Instructional note: Display PowerPoint Slide #14 (Enabling Objectives)*

1. At least two ways of dealing with the variety of students an instructor may encounter in the classroom; such as the daydreamer, slow learner, shy or timid, etc.
2. We have also discussed how to create an effective learning environment both indoors and out with regard to issues such as seeing and hearing, possible distractions, inclement weather, etc.
3. We also discussed maintaining the continuity of training when there are disruptions.

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### B. Questions from the Class

*Instructional note: Ask the students if there are any final questions/comments.*

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### C. Closing Statement

Despite days or weeks of preparation, the learning process can be destroyed by poor classroom management on the part of the instructor. You must provide a learning environment which is conducive to the topic to be learned, and once in the learning situation, control not only the students, but also the physical aspects of the class. Don't forget the critical aspect of classroom management because it can make or break an entire presentation.

## Appendix A Cover Sheet

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### Audio Visual – Media Aids

#	Contents
<input type="checkbox"/>	Electronic Slide Show Presentation (full sheet slide)
<input type="checkbox"/>	Electronic Slide Show Presentation (6 per page handout)
<input type="checkbox"/>	Chalkboard
<input type="checkbox"/>	Flip Chart / Easel Pad
<input type="checkbox"/>	Magnetic Strips
<input type="checkbox"/>	Pictures
<input type="checkbox"/>	Poster
<input type="checkbox"/>	Recordings (Audio, Video or Digital)
<input type="checkbox"/>	Other:

Instructional note: Enter the number in the squares that apply.

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## Magnetic Strips

***Note: The following topics should be constructed on magnetic strips prior to presentation of this lesson plan.***

DAYDREAMER

FAST LEARNER

SHY/TIMID STUDENT

SIDETRACKER OR STALLER

SLOW LEARNER

“WISE GUY”



## Appendix B Cover Sheet

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Handouts

#	Handout Title
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1.

2.

3.

4.

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6.

7.

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9.

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**FIVE(5) OPTIONS FOR DEALING WITH DISRUPTIVE TRAINEE BEHAVIOR**

<b><u>OPTION</u></b>	<b><u>ADVANTAGES</u></b>	<b><u>DISADVANTAGES</u></b>	<b><u>APPROPRIATE TRAINING SITUATION</u></b>
1. AVOIDANCE (ignore behavior and proceed with class)	1. Low energy needed 2. Takes advantage of peer pressure 3. Low risk to trainer 4. Allows for future options 5. Consistent with adult learning theory	1. May lead to escalation of behavior 2. May encourage others 3. May result in total loss of control 4. May undercut trainers confidence, self esteem if behavior persists	1. Strong interest in class most trainees 2. When the behavior occurs near the end of class 3. When the behavior is apathetic or withdrawal
2. ACCEPTANCE (find out reason for disruption and adjust)	1. Low energy needed 2. Low risk to trainer 3. Defuses hostility 4. Increases trainee involvement	1. Can lead to behavior escalation 2. Tacitly encourages disruptive trainee 3. Others may copy disruption 4. May lose important training content	1. High trainee apathy 2. Hostile withdrawal 3. Apathetic/Hostile diversion supported by other trainees
3. ADAPTATION (divert trainee resistance to support of training)	1. Encourages participation 2. Defuses and vents hostility 3. Maintains trainer control 4. Recognizes the concerns of the participants and still covers the material by integrating them both into presentation	1. High expenditure for energy 2. Requires considerable trainer skill 3. Is manipulative and may be seen as such by trainees 4. Slightly more risky in that it can degenerate into an argument	1. High level of trainee knowledge 2. Strong support of disruptive trainees by others in the class 3. Hostile attack or apathetic behavior is the form of disruption 4. Trainer has a wide base of knowledge and conceptual understanding of topic
4. STANDING FAST (continue with planned program despite trainee discontent)	1. Maintains trainer control 2. Maintains content and program integrity 3. Simple to do	1. Requires high amount of energy 2. Highly abusive to trainee 3. Could lose total control 4. Could lose class respect for trainer	1. High need for program integrity 2. Trainee support for staying with course material is generally high 3. Hostile diversion of class by trainee
5. PUSHING BACK (directly confront and address disruptive behavior)	1. Option of last resort 2. Establishes trainer authority 3. Maintains trainer respect	1. May create martyrs among the trainees and solidify their opposition to the trainer 2. May reduce respect for trainer 3. Create conflict 4. Forces trainees to choose sides 5. No win situation (possibly)	1. Intimidation of class by trainee 2. High need for trainer respect 3. Disruptions on increase and other options have not helped

## RESISTANCE TO CHANGE

*Resistance is increased when ...*

1. **People do not see a need for the change.** When employees do not understand or accept the rationale given for the change, they tend to disagree that a change is needed. Resistance will also surface when people feel the existing methods/procedures are adequate and new systems or programs are unnecessary.
2. **People do not have all the information about the change.** Employees need to be leveled with; there should be no surprises once the change is instituted. Do not attempt to whitewash the change for this erodes self-esteem and generates more, not less, resistance.
3. **People are not involved in the planning.** It is human nature for people to support what they help create. If people do not believe they have a sufficient degree of input into the evaluation, selection, development or implementation of a change, resistance is usually increased.
4. **Key people in the organization are not seen as really advocating the change/s.** If employees perceive their boss or other politically important individuals/groups as not genuinely supportive of a change, their acceptance is difficult to secure.
5. **People lack confidence in their own capacity to adapt to the new technology.** Employees must perceive themselves as already possessing the skills and knowledge required by the change, or that they are capable of learning what is necessary.
6. **People believe there will not be adequate organizational support for the change.** If the new change requires organizational resources that employees think are inaccessible (money, information, time commitments by key administration, technical support, equipment/facilities, timely and effective training, etc.), they tend to become disenchanted and withdraw.
7. **There is a lack of respect or trust for the person/group who decided to implement the change.** When employees view the decision maker(s) with dislike or mistrust, a lack of acceptance and enthusiasm for the change may become evident.
8. **People have been exposed to a long history of meaningless and/or poorly executed change.** If employees perceive that the organization is involved in another of its many useless and ill advised changes designed primarily to "look up to date" or to meet the needs of the advocating department/faction, their enthusiasm for the change will be greatly diminished.

9. **The status quo cannot be reestablished if the change proves unacceptable.** The easier it is to reverse the change and the fewer permanent consequences result from having tried the change, the more likely it is that employees will accept the change.
10. **Work habits are disrupted.** Employees are usually resistant when they feel the change is interfering with their established working patterns and habits.
11. **There is poor communication regarding the change or the requirements necessary for the change.** Even if only a few people are affected by the change, communication can be easily distorted. When this occurs, miscommunication can easily lead to resistance.
12. **There is fear of failure.** Change requires learning additional concepts/skills and learning usually involves making mistakes. When people are not given the freedom to make mistakes while learning, they become afraid and easily discouraged.
13. **People feel the burden of implementation is too much to handle along with the other pressures that already exist in their job.** This is particularly true when existing production standards are maintained while converting to the change.
14. **Employees have not had the opportunity to share their feelings, questions and concerns about the change and perceive that they are heard and understood.** Employees need to have the opportunity to express their feelings about the change. Listening actively to these feelings, objections and complaints will prevent the establishment of a win-lose condition with the employees. Instead, a problem-solving model will be established that helps to generate cooperation.
15. **Employees do not experience their efforts and cooperation as appreciated in accomplishing the change.** Changes become part of the system over time. It is up to the administration/management to make certain that resistance doesn't begin to build in the latter phases of a change. Follow-up is critical, as is reinforcement for making the change work. Reducing resistance to change is not a one-shot effort.

## Appendix C Cover Sheet

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Practical Exercise and Testing Instruments

X                      Contents

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10 Considerations for Practical Exercise

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Written Test Questions

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Oral Test Questions

☐

Other:

Instructional note: Mark an X in the squares that apply.

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## Considerations for Practical Exercise

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Exercise Number: 1

Exercise Title: Managing Learners

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(Instructional note: All ten will need to be addressed in detail.)

1. Which Enabling Objectives will be addressed by this Practical Exercise?

Enabling Objective # 1 – Describe at least two means of dealing with a variety of student behaviors

2. How should the class be organized for this exercise?

Students will be divided into 4 groups in the academic classroom

3. What risks are associated with this exercise and how will those risks be managed?

None

4. What type of location or environment will be needed to facilitate this exercise?

Academic classroom

5. What type of equipment is needed to complete this exercise?

None

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## Considerations for Practical Exercise

6. What type of materials or supplies is needed to complete this exercise?  
Magnetic strips with the six (6) different types of learning behaviors to be displayed on the board and paper and pen or pencil for the students
7. Are there additional personnel or role players needed to conduct this exercise?

None

8. How much time should be allotted for the exercise and the critique?

30 minutes

9. What instructions should be given to the students to conduct this exercise?

Students will be assigned and individual student behavior and asked to recommend at least two methods for managing that behavior

10. How will students be evaluated?

There will be no formal evaluation. The class will participate in a discussion at the conclusion of the exercise.

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## Written Test Questions

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TOPIC:

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(Instructional note: Give detailed instructions to the student to complete each TYPE of question.)

1.

2.

3.

4.

5.

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## Oral Test Questions

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TOPIC:

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(Instructional note: Give detailed instructions to the student to complete each TYPE of question.)

1.

2.

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# Written Test Questions Answer Sheet

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TOPIC:

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(Instructional note: List which enabling objective was addressed by the question and answer.)

1.

EO:

2.

EO:

3.

EO:

4.

EO:

5.

EO:

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# Oral Test Questions Answer Sheet

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TOPIC:

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(Instructional note: List which enabling objective was addressed by the question and answer.)

1.

EO:

2.

EO:

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## Appendix D Cover Sheet

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Pre-Course / Additional Reading Assignments

#	Title
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1.

2.

3.

4.

5.

6.

7.

8.

9.

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